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ABSTRACT

A state-wide survey was conducted in Pennsylvania to assess the postsecondary educational status of physically disabled adults. It focused on seven questions: (1) What is their educational status? (2) What are their postsecondary educational objectives? (3) What is their employment status? (4) What architectural conditions are available to help them pursue postsecondary educational training? (5) What special supportive services are needed to help them pursue postsecondary education/training? (6) How many of them live on campus while attending class? and (7) Are guidance and counseling services available to them? Data was obtained from 1,081 respondents to a questionnaire which was mailed to 3,078 physically disabled adults in the state. The findings were these: (1) Thirty-three percent attended college, trade, or business school full or part time; (2) of the forty-four percent who never attended, about half would like to attend; (3) thirty-seven percent were unemployed; (4) architectural conditions and the availability of supportive services were rated low by the respondents; (5) about half lived on campus while attending class; and (6) career information, job placement services, and educational aid and aptitude testing were available to the majority. (This report concludes with several recommendations pertaining to architectural conditions, supportive services, vocational training, chronic unemployment, and special services. The questionnaire is appended.) (EM)

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A Preliminary Survey of the Postsecondary Educational Status of Physically Disabled Adults

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Finally, we extend our appreciation to George Severns, adviser for the physically handicapped, detention homes and home-bound instruction for the Pennsylvania Department of Education, for information used in writing the background material.

SUMMARY

The purpose of this survey was to assess on a statewide basis the postsecondary educational status of physically disabled adults.

This study, which examines the educational needs of the physically disabled, focuses on the following questions: (1) What is the educational status of the physically disabled? (2) What are the postsecondary educational objectives of the physically disabled? (3) What is the employment status of the physically disabled? (4) What architectural conditions are available to help the physically disabled pursue postsecondary educational training? (5) What special supportive services are needed to help the physically disabled pursue postsecondary education/training? (6) How many physically disabled students live on campus while attending class? (7) Are guidance and counseling services available to the physically disabled in the postsecondary institution?

The target population was physically disabled adults in Pennsylvania. A total of 37 per cent (1,081) of the 3,078 referrals participated in the survey. Data were obtained through a mail-in questionnaire filled out by the respondents. The questionnaire included questions pertaining to the age, sex, educational level, physical disabilities, present status of employment and education as well as questions dealing with the interest in pursuing further education, a checklist of guidance and counseling services, supportive services and architectural conditions that may or may not have been available at various postsecondary schools.

The conclusions derived are: (1) A total of 33 per cent of the physically disabled population attended college, trade or business school full or part time. (2) Of the 44 per cent of the physically disabled who never attended a postsecondary institution, about half said they would like to attend. (3) A total of 37 per cent of the physically disabled group was unemployed. (4) In general, respondents gave a low rating to the availability of architectural conditions for the disabled in the postsecondary institutions. (5) Supportive services for the physically disabled in the postsecondary institutions also were given a generally low rating. (6) Approximately half of the physically disabled lived on campus while attending a postsecondary institution. (7) The majority said that career information, job placement services, and educational aid and aptitude testing were available while they were attending postsecondary institutions.

The recommendations for this study are concerned with architectural conditions, supportive services, vocational training, chronic unemployment and special services. Postsecondary institutions should review each recommendation in terms of changes that can take place immediately with little financing or major architectural redesign. Other changes that require long-range planning and financing could be initiated and continued for a longer period of time. Public Law 93-112, Section 504, Nondiscrimination Under Federal Grants Guidelines, should be considered in the development of long-range plans. In addition, each postsecondary institution should conduct a local needs assessment, as described in this report, in order to be more specific to the needs of the physically disabled student.

BACKGROUND

The needs of physically disabled adults in postsecondary education served as an impetus for this project. Physically disabled adults showed considerable concern about the quality of postsecondary education. They indicated a need for improvement in the postsecondary institutions, both architectural and supportive.

At the Pennsylvania Governor's Conference on Handicapped Individuals, needs of the disabled in the educational, social and economic sense were discussed. Plans to implement changes in these three areas, as well as others, were drawn up.

In the social and economic areas, a major issue was architectural barrier legislation. There was a general feeling that federal, state and local legislation should be amended to make architecture barrier-free.

Transportation accessibility was also a major issue at the conference. A proposed plan calls for more rigorous enforcement of existing laws regarding transportation accessibility. Also, handicapped individuals felt more liberal, public subsidies should be enacted for accessible transportation.

In the area of education, the majority of issues concerned supportive services needed by the physically disabled in postsecondary educational institutions. A need was expressed for comprehensive transportation and mobility training services for postschool-aged disabled adults.

Guidance and counseling services were included in educational recommendations. It was felt there was a need for better counseling for both preschool- and postschool-aged physically disabled persons.

On November 29, 1975, the Congress of the United States passed significant educational legislation in the Education of All Handicapped Children Act, which covers children from 17 to 21. The act states that the new monies available for Public Law 94-142 must be used to supplement and enhance those programs already in existence. It is very likely that one will see a significant expansion of services to the young adult, who was previously underserved or not served at all.

The Pennsylvania Department of Education's Bureau of Equal Opportunity in the Office of Higher Education, in conjunction with the Bureau of Information Systems' Research Coordinating Unit, conducted a statewide survey to determine the educational needs of disabled adults. From survey findings, plans will be made to provide programs and services that the physically disabled adults need. It is hoped that architectural barriers may be minimized and past problems related to this dissolved.

As shown by the Pennsylvania Governor's Conference on Handicapped Individuals, there is much concern regarding architectural conditions, transportation accessibility and meeting the special needs of the physically disabled individuals in both social and educational settings. These issues coincide with those in the Postsecondary Survey (Appendix A) for physically disabled adults.

Review of Literature

The following review of literature is based on information which relates to the objectives stated in this research study. The information is divided into two major areas: (1) architectural conditions and (2) needs of the disabled.

Architectural conditions are a major concern of physically disabled adults wishing to attend a postsecondary school. A study by the Center for Vocational, Technical and Adult Education (Frank, June 1975) dealt with architectural barriers to physically disabled persons.

Results of the study showed the needs of the physically disabled person were not being adequately met in some districts. Not all buildings are accessible to all types of disabled people. Some districts provided only partially modified conditions (exterior, interior and special access conditions).

Along these same lines, during the spring of 1974, the Colorado Commission of Higher Education developed a statewide plan for elimination of architectural barriers to public postsecondary institutions (State Plan for Removal of Architectural Barriers to the Handicapped in Colorado Higher Education.) This plan recommends that existing facilities at various universities be renovated so as to make them accessible and totally barrier-free. Included under this plan was the requirement that entire new campuses be accessible to the disabled.

Legislation has been proposed to deal with inappropriate architectural conditions. In hopes of improving architectural conditions among buildings and facilities covered by laws, the Architectural and Transportation Barriers Compliance Board (1973) has taken steps to insure compliance with Public Law 90-480. This law authorizes various departments to set accessibility standards for all buildings and facilities designed, constructed, altered or leased by the federal government. The board investigated those buildings or facilities that were covered by the law but didn't comply.

Other concerns of the physically disabled besides architectural barriers deal with special needs physically disabled adults require in order to function easily in a postsecondary institution.

A study, Comparative Needs Analysis of Support Services for Nonhandicapped and Handicapped Persons Seeking Postsecondary Education from a Community College System (Graham, Grady, Martin and Gibbs, June 1974), showed that the handicapped's needs are significantly greater than those of the nonhandicapped student. They include federal loans, aptitude testing, jobs, medical benefits and work experience. The personal needs of the handicapped were also significantly higher, especially as they relate to taking tests, reading and study skills and personal goals.

The National Technical Institute for the Deaf (Williams, 1971) recognized the need to provide deaf citizens an opportunity for postsecondary education and training. Only upon analysis of the needs of the students can meaningful educational experiences and supportive services be designed for deaf people and people with other handicaps.

The Texas Education Agency, the Texas Rehabilitation Commission and the American Association of Community and Junior Colleges were asked to identify existing individualized supportive services within the continental United States and Texas. According to McClanahan and Hastings (1975), supportive services for the deaf and visually impaired were fairly well known, but little was known of the availability and location of well developed programs of individualized supportive services for the physically limited student.

From various reports and research reviewed, one finds the needs of the disabled individual can be defined from three points of view: (1) as understood and expressed by the disabled person; (2) as evaluated and interpreted by the rehabilitation counselor; and (3) as established and imposed by various employment situations. None of these three can justifiably stand alone as a single determinant of the needs of the disabled.

A study, Development of a Core Guidance Curriculum to Meet the Needs of Handicapped Students at East Los Angeles College (Rada, June 1975), recognized the psychological need of the handicapped to be trained with normal students. Rada also realized problems facing the disabled person include inadequate counseling and lack of special assistance. He found that most colleges lacked detailed information on this special segment of their student population.

Another major problem was that disabled students have found advancement into higher education difficult because of unavailability of programs oriented to their special needs. These special needs range from special parking and mobility guides to social services.

It is evident that concern for the physically disabled in obtaining a postsecondary education without too much difficulty is nothing new. Many institutions across the state realize the problems the physically disabled face.

The general findings in these reports are that many buildings are inaccessible to the physically disabled and are not barrier-free and that special needs of the disabled are being overlooked.

OBJECTIVE

The overall objective of this study is to determine the educational needs of the physically disabled. This study included the following research questions concerning the physically disabled:

1. What is the educational status of the physically disabled?
2. What are the postsecondary educational objectives of the physically disabled?
3. What is the employment status of the physically disabled?
4. What architectural conditions are available to help the physically disabled pursue postsecondary educational training?

5. What special supportive services are needed to help the physically disabled pursue postsecondary education/training?

6. How many physically disabled students live on campus while attending class?

7. Are guidance and counseling services available to the physically disabled in the postsecondary institution?

PROCEDURES

Population

The population for this study was physically disabled adults who were residents of Pennsylvania and who belong to one of the following three major groups: (1) graduates of postsecondary schools; (2) those attending postsecondary schools; and (3) those who never attended postsecondary schools.

Mentally alert, physically disabled adults were those who met the following criteria:

- Nonambulatory - those individuals who, for all practical purposes are bound to wheelchairs, regardless of cause.
- Semiambulatory - those individuals who walk with difficulty or insecurity such as a person who uses braces and/or crutches, amputees, arthritics, spastics, pulmonary and cardiac cases.
- Sight Disabled - people who are totally blind or whose sight is impaired to the extent that movement in public areas is insecure and hazardous.
- Incoordinates - those whose disabilities leave them with faulty coordination or palsy from cerebral injury, spinal injury or peripheral nerve injury.
- Hearing Disabled - those who are deaf or have a hearing handicap to the extent that they might be insecure in major public areas or in industrial situations because they are unable to communicate or hear warning signals.

The method of obtaining the data was a mail-in questionnaire filled out by physically disabled adults. The questionnaire included questions pertaining to the age, sex, educational level, physical disabilities, present status of employment and education of the adult as well as questions dealing with the interest in pursuing further education, a checklist of guidance and counseling services, supportive services and architectural conditions that may or may not have been available at various postsecondary schools.

Initial referrals for the study were obtained from selected school districts, state-aided colleges and universities in Pennsylvania, rehabilitation centers and other agencies and organizations for the physically disabled. The referrals were

contacted by mail for their participation in the project. In some cases, survey forms were mailed to individual persons. In others, such as selected school districts and colleges, the forms were mailed to administrators, who in turn distributed the forms to appropriate persons. This was done for the sake of confidentiality.

Sampling Procedures

A cover letter sent with the survey form explained the reasons for the study and where the forms were to be returned. A self-addressed, stamped return envelope was also included. The forms were mailed to contact persons from the referral source, who then distributed the surveys to the appropriate persons. Several forms were translated into Braille by the Pennsylvania Association for the Blind for the convenience of the blind persons completing the survey. The survey period was January 5 to March 22, 1977.

The sample selected attempted to reflect a cross section of the physically disabled adult population in Pennsylvania. The sampling sources are listed in Table 1.

All sampling sources were chosen because their clients were likely to fit into one of the educational or disability groups listed under Methods and Procedures. In addition, these sources were chosen because of their interest in the survey and their willingness to cooperate.

Table 1 (page 6), presenting the number of referrals and respondents, shows that approximately 37 per cent of the referrals responded to the survey. It should be noted that 20 forms were received too late, and 100 surveys were returned because of incorrect addresses. A total of 52 per cent of the respondents were referred by agencies who serve the handicapped. Twenty-nine per cent of the respondents were persons who had attended regional forums and the Governor's Conference on Handicapped Individuals.

Table 4 (page 9), shows that the nonambulatory and semiambulatory made up 44 per cent of the sample. Nineteen per cent were sight disabled, 14 per cent were incoordinates. Only six per cent of the sample were hearing impaired.

It needs to be recognized that the findings of this study are necessarily somewhat tentative. The obtained sample constitutes only 37 per cent of the referral population. Because of the limitations of the data, it is important to examine critically the findings for each of the disability groups.

It is also important to note that the survey instrument described below would have been strengthened by including "is not needed" or "should not be available" in question eight (see Appendix A).

The Postsecondary Survey Instrument

The Postsecondary Survey form used in this study was developed by a consortium composed of staff from the Pennsylvania Department of Education's Bureau of Equal Opportunity in the Office of Higher Education and the Governor's Advocate for

the Physically Handicapped. The State Ad Hoc Committee for the Physically Handicapped in Pennsylvania reviewed the form, which was field tested at the Pennsylvania Governor's Conference on Handicapped Individuals.

This instrument seeks to learn the adult's age, sex, educational level, veteran's benefits (if any), type of physical disability, present status of employment and present status of education. Other items were concerned with the disabled adult's interest in attending college, trade or business school and a comparison of guidance and counseling, supportive services and architectural conditions available at the institutions of higher learning. Space was provided at the end of the survey form for additional comments.

TABLE 1

REFERRALS AND ACTUAL SAMPLE

Source	Referred N	Referred %	Respondent N	Respondent %
Selected School Districts	70	2	17	2
Special Secondary Schools for the Handicapped Scranton Oral School for the Deaf Western Pennsylvania School for the Blind Gertrude Barber School Pennsylvania School for the Deaf Pioneer School, Pittsburgh	275	9	80	7
State-Aided Colleges and Universities	125	4	45	4
Associations for the Handicapped Adult Handicapped Association Paralyzed Veterans of America Wheelchair Basketball	258	8	60	6
Agencies Who Serve the Handicapped Pennsylvania Easter Seal Society Vocational Rehabilitation Center United Cerebral Palsy Bureau of Visually Handicapped	1,750	57	561	52
Persons Who Attended Regional Forums and the Governor's Conference on Handicapped Individuals	600	20	318	29
TOTAL	3,078	100	1,081	100

Definitions Used in This Study

- Supportive Services - assistance for the physically disabled adult through counseling, tutoring, financial aid, etc.
- Machine Reader (Opticon) - a reading system for the blind. This system is a portable, battery-powered unit which converts regular ink print into a readable, vibrating tactile form.
- Mobility Guide - a person who assists the blind with tasks such as traveling to classes, attending meetings, social activities, etc.
- Mobility Helper - a person who helps the physically disabled by pushing a wheelchair, carrying them upstairs, etc.
- Architectural Barriers - any condition that restricts the ability of a person with a functional limitation caused by impairments of sight, hearing, incoordination, semiambulatory or nonambulatory disabilities to approach, enter and leave a building, circulate through the public building, use the toilet facilities and participate in educational programs without assistance.

FINDINGS

Personal History Data

Table 2 (page 8) summarizes the age levels of the physically disabled. A total of 69 per cent of the group are in the prime ages (18-36) for postsecondary education/training.

Table 3 (page 8) indicates that 35 per cent of the physically disabled are high school graduates and 22 per cent received a four-year college degree. A total of 47 per cent have one or more years of college, and 25 per cent are now attending a college, trade or business school. The individual group with the highest per cent of college graduates is sight disabled with 37 per cent. The lowest individual groups are incoordinates and other with 12 per cent each.

Though not shown in Table 3 it was found that 42 of the disabled qualified for veterans' educational benefits but only 22 received the benefits.

Research Question Findings

The following findings reflect outcomes as they relate to each of the seven research questions posed earlier.

Research Question 1. What is the educational status of the physically disabled?
Research Question 2. What are the postsecondary educational objectives of the physically disabled?

Postsecondary Survey Items 5 and 7 were used to elicit answers related to Research Questions 1 and 2. The results of Table 5 (page 11) reveal that 27 per cent of the physically disabled population are attending college either full or part time. The sight disabled have the highest percentage (49) of those attending college. Six per cent of the physically disabled are attending trade or business school full or part time, and 16 per cent of the disabled were college, trade or business school graduates. A total of 44 per cent of the physically disabled never attended a college, trade or business school. Seven per cent dropped out of postsecondary educational programs.

TABLE 2

AGE LEVEL OF THE PHYSICALLY DISABLED

	Nonambulatory		Semiambulatory		Sight Disabled		Incoordinates		Hearing Disabled		Other		Grand Total	
Level	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18-24	57	23	61	28	94	51	45	32	19	32	88	49	364	35
25-30	56	22	52	24	30	16	40	28	12	20	31	17	221	21
31-36	41	16	30	14	13	8	26	18	6	10	21	12	137	13
37-42	27	11	21	9	7	4	11	8	3	5	15	8	84	9
43-48	26	11	20	9	6	3	8	6	8	13	9	6	77	8
48+	43	17	32	16	34	18	12	8	12	20	14	8	147	14
TOTAL	250	100	216	100	184	100	142	100	60	100	178	100	1,030	100

TABLE 3

EDUCATIONAL LEVEL OF THE PHYSICALLY DISABLED

	Nonambulatory		Semiambulatory		Sight Disabled		Incoordinates		Hearing Disabled		Other		Grand Total	
Level	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	37	19	14	8	5	3	16	15	6	13	10	9	88	11
10	13	7	11	7	1	1	3	3	--	--	3	3	31	4
11	3	2	11	7	3	2	2	2	2	4	4	4	25	3
12	56	28	58	35	41	26	45	43	18	38	43	41	261	33
GED	5	2	4	2	2	1	5	5	1	2	--	--	17	2
13	16	8	15	9	20	13	9	9	5	11	13	12	78	10
14	12	6	17	10	13	8	7	7	4	9	13	12	66	9
15	16	8	4	2	14	9	4	4	2	4	7	7	47	6
16	38	20	32	20	59	37	13	12	9	19	13	12	164	22
TOTAL	196	100	166	100	158	100	104	100	47	100	106	100	777	100

TABLE 4

TYPE OF PHYSICAL HANDICAP BY SEX

Type	Female N	Female %	Male N	Male %	Total N	Total %
Nonambulatory	92	34	181	66	273	26
Semiambulatory	86	45	107	55	193	18
Sight Disabled	87	45	107	55	194	19
Incoordinates	70	48	77	52	147	14
Hearing Disabled	33	49	34	51	67	6
Other	86	49	91	51	177	17
GRAND TOTAL	454	43	597	57	1,051	100

The findings in Table 6 further indicate that of those persons who never attended college, trade or business school, 43 per cent stated they would like to attend and 57 per cent said they would not like to attend.

The types of programs the physically disabled would like to enroll in are shown in Table 7. Forty-two per cent stated they would like to attend college; 29 per cent indicated they would like to attend business school; and 29 per cent stated they would like to attend a trade school.

The reasons for those physically disabled persons not wishing to attend a college, trade or business school are shown in Table 8. Twenty-nine per cent of the total physically disabled population indicated that the reason they did not pursue postsecondary education was because they could not meet admission requirements. An inspection of each disability group reveals that this was the primary reason in four of the disability groups and the secondary reason in one of the disability groups.

It is interesting to note that only nine per cent of the respondents said that architectural barriers were the reason they did not pursue postsecondary education. However, it is necessary to examine each disability group individually to understand the unique needs of each group. For example, 16 per cent of the nonambulatory group said architectural barriers was their reason for not pursuing postsecondary education, but none of the sight disabled listed this as a reason.

Research Question 3. What is the employment status of the physically handicapped?

The findings for Survey Item 4 in Table 9 (page 13) show 37 per cent of the physically disabled group are unemployed. The nonambulatory unemployment rate is 48 per cent, the highest for the total group. The hearing disabled unemployment rate is 24 per cent, the lowest for the total group. Fifty-one per cent of the physically disabled group are employed full time. The hearing disabled subgroup has the highest employment rate and the semiambulatory the lowest, 71 and 42 per cent respectively.

According to the occupational classifications of the employed physically disabled found in Table 10, 39 per cent were the professional, technical and managerial types of jobs and 29 per cent were service jobs. Less than one per cent were in processing, structural work and farming, fishing or forestry; machine trades and bench work had three per cent or less. Those who held jobs classified as "miscellaneous" comprised 17 per cent of the group. The bulk of jobs in this category were in sheltered workshops featuring rehabilitative activities.

Research Question 4. What architectural conditions were available to help the physically disabled pursue postsecondary educational training?

Table 11 summarizes the responses to Survey Item 8 on architectural conditions. Concerning reserved parking, 54 per cent of the disabled group said it was available and 46 per cent said it should be available. A total of 63 per cent said elevators for upper-level classrooms were available. Some 40 per cent of the group said modified water fountains were available and public telephones were available to 37 per cent. About 60 per cent said modified study tables and nonglare lighting were available. Approximately 50 per cent of the group said modified toilets and showers, clearly marked and accessible warning devices and building entrances accessible to the disabled were available. Forty-one per cent said there were walks and ramps for the disabled and only 18 per cent said special cafeterias were available. Braille signs received the lowest rating of availability (seven per cent). A total of 17 per cent of the disabled group said nonslip floors were available.

Research Question 5. What special supportive services were needed to help the physically disabled pursue postsecondary education/training?

Table 12 summarizes the responses to Survey Item 8 relative to supportive services. Concerning basic reading and math, 82 per cent of the physically disabled stated that these services were available. Seventy-nine per cent indicated that tutor services were available and 47 per cent stated interpreters were available. Forty-four per cent responded to notetakers being available. Thirty-nine per cent said self-care aides were available; 29 per cent said machine readers (Opticon) were available; and 53 per cent indicated human readers were available. Braille or taped texts were available for 45 per cent of the group and athletic and social programs were available for 69 per cent. Approximately 38 per cent of the physically disabled population stated that mobility guides and mobility helpers were available. Finally, 22 per cent said special transportation on campus was available.

Research Question 6. How many physically disabled students lived on campus while attending class?

In Table 13, the data for Item 6 indicates that 49 per cent of the total physically disabled population lived on campus while attending school and 51 per cent lived off campus. The sight disabled group and incoordinates had a majority, 67 per cent and 55 per cent respectively living on campus. The group with the highest per cent not living on campus was the semiambulatory with 66 per cent residing off campus.

TABLE 5

EDUCATION STATUS OF THE PHYSICALLY DISABLED

Education Status	Nonambulatory		Semiambulatory		Sight Disabled		Incoordinates		Hearing Disabled		Other		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
College Full Time	32	14	35	19	78	45	15	12	12	21	33	21	193	22
College Part Time	12	5	6	4	6	4	11	9	5	9	3	2	43	5
Trade or Business School Full Time	12	5	7	4	4	2	5	4	6	11	8	5	42	5
Trade or Business School Part Time	2	1	3	2	2	1	3	2	1	2	1	1	12	1
College, Trade or Business School Graduate	42	19	34	20	37	22	15	12	6	11	11	7	145	16
Never Attended	108	48	72	42	40	24	68	55	23	39	87	56	398	44
Dropouts	17	8	14	9	3	2	7	6	4	7	13	8	58	7
TOTAL	225	100	171	100	170	100	124	100	57	100	156	100	891	100

TABLE 6

LIKE TO ATTEND COLLEGE, TRADE OR BUSINESS SCHOOL

Physical Disability	Yes		No		Total	
	N	%	N	%	N	%
Nonambulatory	32	50	32	50	64	(23)
Semiambulatory	16	43	21	57	37	(13)
Sight Disabled	9	33	18	67	27	(10)
Incoordinates	23	38	38	62	61	(22)
Hearing Disabled	6	40	9	60	15	(5)
Other	33	45	40	55	73	(26)
GRAND TOTAL	119	43	158	57	277	100

TABLE 7

WHAT TYPE OF PROGRAM WOULD YOU LIKE TO ATTEND?

Physical Disability	College		Trade		Business		Total	
	N	%	N	%	N	%	N	%
Nonambulatory	10	50	6	30	4	20	20	31
Semiambulatory	4	40	4	40	2	20	10	15
Sight Disabled	3	38	2	25	3	38	8	12
Incoordinates	4	44	3	33	2	22	9	14
Hearing Disabled	--	--	1	50	1	50	2	3
Other	6	37	3	19	7	44	16	25
GRAND TOTAL	27	42	19	29	19	29	65	100

TABLE 8

REASONS FOR NOT ATTENDING COLLEGE, TRADE OR BUSINESS SCHOOL

Reason	Nonambulatory		Semiambulatory		Sight Disabled		Incoordinates		Hearing Disabled		Other		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Could Not Meet Admission Requirements	17	22	6	20	4	15	20	36	6	40	27	36	80	29
High School Grades Too Low	8	10	5	17	2	8	4	7	1	7	13	17	33	12
Lack of Funds	11	14	10	33	2	8	4	7	--	--	12	16	39	14
Architectural Barriers	12	16	3	10	--	--	4	7	1	7	6	8	26	9
Lack of Guidance	8	10	3	10	6	23	6	11	1	7	6	8	30	11
Not Interested	12	16	1	3	9	35	14	25	5	33	7	9	48	17
Too Busy	2	3	--	--	2	8	--	--	1	7	2	3	7	2
Too Old	2	3	--	--	1	4	--	--	--	--	--	--	3	1
Physical Problems	3	4	2	6	--	--	2	4	--	--	2	3	9	3
Good Job	2	3	--	--	--	--	1	2	--	--	1	1	4	1
TOTAL	77	100	30	100	26	100	55	100	15	100	76	100	279	100

TABLE 9

EMPLOYMENT STATUS OF THE PHYSICALLY DISABLED IN THE LABOR FORCE

Employment Status	Nonambulatory		Semiambulatory		Sight Disabled		Incoordinates		Hearing Disabled		Other		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed Full Time	53	44	46	42	51	55	42	52	29	71	60	57	281	51
Employed Part Time	9	8	15	14	16	17	10	12	2	5	15	14	67	12
Unemployed	58	48	48	44	26	28	29	36	10	24	31	29	202	37
TOTAL	120	100	109	100	93	100	81	100	41	100	106	100	550	100

TABLE 10

OCCUPATIONAL CLASSIFICATION OF THE PHYSICALLY DISABLED

Dictionary of Occupational Titles	Nonambulatory		Semiambulatory		Sight Disabled		Incoordinates		Hearing Disabled		Other		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Professional, Technical and Managerial	27	54	19	43	24	50	9	23	13	59	7	14	99	39
Clerical and Sales	6	12	5	11	5	10	3	8	2	9	4	8	25	10
Services	11	22	12	28	14	29	15	38	2	9	18	37	72	29
Farming, Fishing, Forestry	--	--	--	--	--	--	1	3	--	--	--	--	1	--
Processing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Machine Trades	1	2	1	2	1	2	--	--	2	9	2	4	7	3
Bench Work	2	4	2	5	--	--	--	--	1	5	--	--	5	2
Structural Work	1	2	--	--	--	--	--	--	--	--	--	--	1	--
Miscellaneous	2	4	5	11	4	9	11	28	2	9	18	37	42	17
TOTAL	50	100	44	100	48	100	39	100	22	100	49	100	252	100

TABLE 11

ARCHITECTURAL CONDITIONS

Architectural Conditions	Nonambulatory				Semiambulatory				Sight Disabled				Incoordinates			
	Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reserved Parking	26	54	22	46	22	48	24	52	38	60	25	40	12	52	11	48
Elevators for Upper-Level Classrooms	28	57	21	43	29	60	19	40	47	67	23	33	17	61	11	39
Modified Water Fountains	9	21	33	79	13	29	32	71	32	57	24	43	12	40	18	60
Modified Toilets, Showers, etc.	19	40	28	60	17	40	26	60	41	68	19	32	14	38	23	62
Modified Public Telephones	13	30	31	70	11	25	33	75	28	46	33	54	9	29	22	71
Modified Study Tables	29	63	17	37	36	44	46	56	43	69	19	31	14	56	11	44
Nonglare Lighting	19	56	15	44	17	46	20	54	37	64	21	36	16	62	10	38
Clearly Marked and Accessible Warning Devices	15	43	20	57	13	40	20	60	36	62	22	38	14	58	10	42
Building Entrances Accessible for Disabled	19	40	29	60	17	38	28	62	38	61	24	39	15	47	17	53
Special Cafeteria for Disabled	6	16	31	84	4	14	24	86	9	18	41	82	7	29	17	71
Walks and Ramps for Disabled	20	43	26	57	14	32	29	68	30	48	32	52	14	45	17	55
Braille Signs	2	7	26	93	1	3	30	97	6	11	51	89	--	--	24	100
Nonslip Floors	5	15	28	85	7	18	32	82	19	32	41	68	1	3	28	97

(CONTINUED)

TABLE 11

(CONTINUED)

Architectural Conditions	Hearing Disabled				Other				Grand Total			
	Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available	
	N	%	N	%	N	%	N	%	N	%	N	%
Reserved Parking	4	40	6	60	26	68	12	32	128	54	100	46
Elevators for Upper-Level Classrooms	7	70	3	30	24	62	15	38	152	63	92	37
Modified Water Fountains	3	38	5	62	15	45	18	55	84	38	130	62
Modified Toilets, Showers, etc.	3	43	4	57	15	52	14	48	109	47	114	53
Modified Public Telephones	5	45	6	55	20	50	20	50	86	37	145	63
Modified Study Tables	6	60	4	40	21	64	12	36	149	59	109	41
Nonglare Lighting	4	50	4	50	24	71	10	29	117	58	80	42
Clearly Marked and Accessible Warning Devices	3	33	6	67	26	68	12	32	107	51	90	49
Building Entrances Accessible for Disabled	6	60	4	40	17	42	23	58	112	48	125	52
Special Cafeteria for Disabled	1	14	6	86	4	16	21	84	31	18	140	82
Walks and Ramps for Disabled	5	50	5	50	10	30	23	70	93	41	132	59
Braille Signs	1	11	8	89	2	8	24	92	12	7	163	93
Nonslip Floors	1	10	9	90	7	23	24	77	40	17	162	83

TABLE 12

SUPPORTIVE SERVICES [a]

Supportive Services	Nonambulatory				Semiambulatory				Sight Disabled				Incoordinates			
	Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Basic Reading and Math	36	84	7	16	34	74	12	26	66	86	11	14	25	83	5	17
Tutor	33	83	7	17	33	69	15	31	61	84	12	16	25	78	7	22
Interpreter	16	57	12	43	10	38	16	62	26	46	30	54	8	38	13	62
Notetaker	14	42	19	58	11	35	20	65	19	35	35	65	9	45	11	55
Self-Care Aide	15	47	17	53	15	45	18	55	17	33	34	67	7	33	14	67
Machine Reader (Opticon)	9	36	16	64	8	32	17	68	20	34	39	66	4	27	11	73
Human Reader	12	46	14	54	14	48	15	52	47	60	31	40	10	48	11	52
Braille or Taped Texts	16	59	11	41	14	44	18	56	40	53	36	47	7	37	12	63
Athletic and Social Programs	24	67	12	33	27	64	15	36	46	69	21	31	17	65	9	35
Mobility Guide	14	48	15	52	9	30	21	70	19	31	42	69	8	44	10	56
Mobility Helper	13	43	17	57	14	48	15	52	22	35	41	65	9	45	11	55
Special Transportation on Campus	9	24	29	76	6	18	28	82	19	28	49	72	4	19	17	81

(CONTINUED)

[a] This table is based on responses from those persons in Table 5 who are attending or have graduated from college, trade or business school.

TABLE 12

(CONTINUED)

Supportive Services	Hearing Disabled				Other				Grand Total			
	Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available	
	N	%	N	%	N	%	N	%	N	%	N	%
Basic Reading and Math	10	91	1	9	34	77	10	23	205	82	46	18
Tutor	10	77	3	23	36	82	8	18	198	79	52	21
Interpreter	5	50	5	50	18	55	15	45	83	47	91	53
Notetaker	7	58	5	42	14	48	15	52	74	44	105	56
Self-Care Aide	2	29	5	71	13	45	16	55	69	39	104	61
Machine Reader (Opticon)	1	13	7	87	9	33	18	67	51	29	108	71
Human Reader	5	63	3	37	16	52	15	48	104	53	89	47
Braille or Taped Texts	5	45	6	55	10	33	20	67	92	45	103	55
Athletic and Social Programs	8	80	2	20	28	72	11	28	150	69	70	31
Mobility Guide	4	44	5	56	8	29	20	71	82	38	113	62
Mobility Helper	3	33	6	67	7	26	20	74	68	38	110	62
Special Transportation on Campus	2	22	7	78	5	20	21	80	45	22	151	78

TABLE 13

CAMPUS LIVING WHILE ATTENDING SCHOOL

Physical Disability	Yes		No		Total	
	N	%	N	%	N	%
Nonambulatory	50	45	60	55	110	100
Semiambulatory	32	34	61	66	93	100
Sight Disabled	80	67	40	33	120	100
Incoordinates	28	55	23	45	51	100
Hearing Disabled	17	45	21	55	38	100
Other	31	42	42	58	73	100
GRAND TOTAL	238	49	247	51	485	100

Research Question 7. What guidance and counseling services were available to the physically disabled in the postsecondary institution?

A review of the findings for Survey Item 8 in Table 14 shows that a total of 81 per cent of the physically disabled group stated that career information was available at their schools; 69 per cent said that job placement services were available; and 86 per cent indicated that educational aid and aptitude testing were available.

CONCLUSIONS

The conclusions derived from this study are:

- A total of 33 per cent of the physically disabled population attended college, trade or business school full or part time.
- Of the 44 per cent of the physically disabled who never attended a post-secondary institution, about half said they would like to attend.
- A total of 37 per cent of the physically disabled group was unemployed.
- In general, architectural conditions in the postsecondary institutions attended by the physically disabled were given a low availability rating.
- Most supportive services for the physically disabled in the postsecondary institutions were given a low availability rating.
- Approximately half of the physically disabled group lived on campus while attending a postsecondary institution.
- The majority said that career information, job placement services and educational aid and aptitude testing were available while they were attending postsecondary institutions.

TABLE 14

GUIDANCE AND COUNSELING

Guidance and Counseling	Nonambulatory				Semiambulatory				Sight Disabled				Incoordinates			
	Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Career Information	38	76	12	24	38	78	11	22	78	88	9	12	24	71	10	29
Job Placement Services	29	64	16	36	32	68	15	32	65	75	22	25	20	59	14	41
Educational Aid and Aptitude Testing	39	80	10	20	39	80	10	20	81	91	8	9	30	86	5	14

Guidance and Counseling	Hearing Disabled				Other				Grand Total			
	Is Available		Should Be Available		Is Available		Should Be Available		Is Available		Should Be Available	
	N	%	N	%	N	%	N	%	N	%	N	%
Career Information	9	82	2	18	46	90	5	10	233	81	49	19
Job Placement Services	7	64	4	36	38	81	9	19	191	69	80	31
Educational Aid and Aptitude Testing	13	93	1	7	45	88	6	12	247	86	40	14

RECOMMENDATIONS

Postsecondary institutions should review each recommendation in terms of changes that can take place immediately with little financing or major architectural redesign. Other changes that require long-range planning and financing could be initiated and continued for a longer period of time. Public Law 93-112, Section 504, Nondiscrimination Under Federal Grants Guidelines should be considered in the development of long-range plans. In addition, each postsecondary institution should conduct a local needs assessment of the nature described in this report in order to be more specific to the needs of the physically disabled student.

On the basis of the data and literature examined in conducting this study, the following recommendations are offered as a guide for postsecondary institutions when they determine architectural conditions, supportive services and educational programs for disabled persons.

Architectural Conditions. Undesirable or negative architectural conditions must be recognized and effectively eliminated if educational opportunities for the physically disabled are going to be maximized. Conditions indicated as present by less than 50 per cent of the respondents should be given special attention. Recommended remedies include the following:

- Have an appropriate number of water fountains in each building accessible to the physically disabled (not higher than 36 inches).
- Provide an appropriate number of restrooms including modified toilets and showers (for each sex) accessible to, and usable by, the physically disabled in accordance with the nature and use of a specific building or facility.*
- Provide an appropriate number of public telephones accessible to, and usable by, the physically disabled (mounted 48 inches from the floor). These public telephones should also be equipped for those with hearing disabilities and so identified with instructions for use.*
- Provide special cafeteria facilities such as lower tray racks, private eating areas, etc.
- Equip with handrails all exterior and interior walks and ramps having more than a five per cent gradient; ramps should have at least six feet of straight clearance at the bottom.*
- Provide for independent approach and entry of all buildings. Doors should have a clear opening of no less than 32 inches and shall be operable by a single effort.*
- Provide raised letters and numbers on interior signs. Identification should be placed preferably five feet from the floor.*
- Provide nonslip floors in all buildings.

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*These recommendations are in accordance to the American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped, American National Standards Institute, Inc., 1971.

Supportive Services. The lack of supportive services is seen as a problem by the respondents. The needs assessment shows there are limitations in almost every supportive service that the physically handicapped require to succeed in postsecondary education. The relevant recommendations are:

- Have interpreters available, both in and out of class, to translate the spoken language into sign language for the hearing impaired.
- Provide notetakers for persons with manual disabilities.
- Provide self-care aides for disabled persons living on campus who need assistance in caring for themselves.
- Have available a machine reader (Opticon) to convert printed language into vibrating, tactile signals for the sight disabled.
- Have Braille or taped texts available for the sight disabled.
- Have mobility guides available to help the sight disabled "get around" on campus.
- Have mobility helpers available to push wheelchairs, help the disabled climb stairs, get in and out of cars, etc.
- Provide special transportation on campus for those having extreme difficulty traveling on campus.

Vocational Training. Forty-three per cent of the physically disabled who have not pursued postsecondary education stated that they are interested in pursuing additional education or training through a trade or business school (see Table 6). Based on the findings the following recommendations are offered:

- School guidance counselors should provide more information on trade and business school training to the physically disabled.
- Trade and technical programs in community colleges and branch campuses should be increased to accommodate more physically disabled students.
- Local area vocational-technical schools and comprehensive high schools should increase articulation efforts with all types of degree-granting institutions.

Chronic Unemployment. The unemployment rate of physically disabled adults in the labor force is 37 per cent according to the survey results found in Table 8. The number one goal of educational programs for the disabled adult should therefore be to reduce the high unemployment rate. The recommendations are:

- Training institutions should look closer at present and future labor market trends so that existing education and training programs will be congruent with existing and anticipated labor market demands.
- Lifelong learning centers for the physically disabled should be established. Physically disabled adults have a need for vocational counseling, job placement assistance, interpreters, tutoring, training in communication skills and continued vocational training to provide them opportunities for advancement and upgrading of job skills. The centers' services should also be available to the parents of disabled children.

Special Services. A substantial number of the physically disabled population said they have not pursued postsecondary education because they could not meet admission requirements or because of a lack of funding. The recommendations are:

- State funded Higher Education Equal Opportunity Programs (Act 101) should cooperate with organizations for the disabled, government and private agencies and school districts to seek out, assist, identify and enroll interested disabled adults in Act 101-funded programs.

- The Office of Higher Education should encourage two-year, associate degree-granting institutions to apply for Act 101 funds so that disabled adults seeking job skills can benefit from Act 101 services to disadvantaged students.

- An information publication should be developed which outlines educational opportunities and services available for physically disabled adults at Pennsylvania postsecondary institutions.

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APPENDIX A

POSTSECONDARY SURVEY

ID_____

1. Age__ Sex: Female__ Male__ Date_____

   Please circle--Educational Level: 9, 10, 11, 12 or GED, 13, 14, 15 and 16

2. Have you ever received veterans' education benefits? Yes__ No__

3. Do you have any of the following types of physical disabilities? (Please check.)

   ( ) Nonambulatory: those individuals who, for all practical purposes, are bound to wheelchairs regardless of cause.

   ( ) Semiambulatory: those individuals who walk with difficulty or insecurity such as a person who uses braces and/or crutches, amputees, arthritics, spastics, pulmonary and cardiac cases.

   ( ) Sight Disabled: those individuals who are totally blind and those whose sight is impaired to the extent that movement in public areas is insecure and hazardous.

   ( ) Incoordinates: those individuals whose disabilities leave them with faulty coordination or palsy from cerebral injury, spinal injury or peripheral nerve injury.

   ( ) Hearing Disabled: those individuals who are deaf or have a hearing handicap to the extent that they might be insecure in major public areas or in industrial situations because they are unable to communicate or to hear warning signals.

   ( ) If you are not in any of the above categories, please specify your disability.
   _____

4. Your present status - Employment (Please check.)

   ( ) Employed full time--Type of job_____

   ( ) Employed part time

   ( ) Unemployed, looking for work

   ( ) Homemaker, full time

   ( ) Status other than above

5. Your present status - Education (Please check.)

   ( ) College full time--Name of college_____
   Name of program_____

   ( ) College part time--Name of college_____
   Name of program_____

5. (continued)

( ) Trade or business school full time--Name of school_____
Name of program_____

( ) Trade or business school part time--Name of school_____
Name of program_____

( ) College, trade or business school graduate--Name of school_____
_____ Year_____

( ) Never attended college, trade or business school

( ) Attended college, trade or business school but dropped out. Please give your major reason. _____
_____

6. Did you live on campus while attending school? Yes__ No__ If no, why?
_____

7. Would you like to attend college, trade or business school? Yes__ No__
If yes, what would you like to study? _____
If no, what are your reasons? _____

( ) Could not meet admission requirements
( ) High school grades are too low
( ) Lack of funds
( ) Architectural barriers
( ) Lack of guidance and counseling
( ) Not interested
( ) Other (please name)_____
_____

8. How does your college, trade or business school compare?

Is Available	Should Be Available	Guidance and Counseling
( )	( )	career information
( )	( )	job placement services
( )	( )	educational aid and aptitude testing
		Supportive Services
( )	( )	basic reading and math
( )	( )	tutor
( )	( )	interpreter
( )	( )	notetaker
( )	( )	self-care aide
( )	( )	machine reader (Opticon)

8. (continued)

Is Available	Should Be Available	
( )	( )	human reader
( )	( )	Braille or taped texts
( )	( )	athletic and social programs
( )	( )	mobility guide
( )	( )	mobility helper
( )	( )	special transportation on campus
( )	( )	other (please name)_____

Architectural Conditions

( )	( )	reserved parking
( )	( )	elevators for upper-level classrooms
( )	( )	modified water fountains
( )	( )	modified toilets, showers, etc.
( )	( )	modified public telephones
( )	( )	modified study tables
( )	( )	nonglare lighting
( )	( )	clearly marked and accessible warning devices
( )	( )	building entrances accessible for disabled
( )	( )	special cafeteria for disabled
( )	( )	walks and ramps for disabled
( )	( )	Braille signs
( )	( )	nonslip floors

COMMENTS: